



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13299 East Colossal Cave Road, Vail, AZ 85641

Vail Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Highly Performing  
2003-04 Excelling  
2002-03 Highly Performing

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Laurie Emery  
Schedule : 07:30 AM to 04:00 PM  
Grades : 5-8  
2005 Enrollment : 612  
Web Address : ovms.vail.k12.az.us  
Phone Number : (520) 762-2400  
Fax Number : (520) 762-5840  
E-mail : emeryl@vail.k12.az.us

### Mission

We believe that sixth, seventh, and eighth grade students have unique characteristics. We provide educational opportunities, which balance academic needs and social responsibility. We offer a comprehensive curriculum, promote social responsibility, and provide academically challenging instruction meeting the developmental needs of the whole individual. In addition, we are serving the needs of 5th grade students in an elementary self-contained model.

### School / Academic Goals

- ü For the 05-06 school year, there will be a writing goal in place, focusing on the writing process and the 6 Traits of Writing.
- ü For the 05-06 school year, there will be a math goal for mastery of grade level appropriate facts.
- ü For the 05-06 school year, there will be a parent communication goal.
- ü For the 05-06 school year, there will be a standards remediation goal focusing on students who are not mastering the standards based on benchmark assessments.

### Enrollment

October 1, 2004 School Year Student Enrollment : 704  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 10

## Instructional Programs

- ü Remediation Programs During Electives
- ü Standards Based Instruction
- ü Use of Curriculum Based Measures
- ü Accelerated Math Classes/Algebra
- ü Gifted and Special Education
- ü After-school Tutoring
- ü Benchmark Testing

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Our responsibility is to provide parents with a safe and nurturing environment where children can obtain a quality education. We promote high standards for student achievement and personal responsibility. We implement sound educational practices and deliver quality instruction through qualified and caring middle level instructors.

### Parents

It is the responsibility of parents to ensure regular student attendance, to support and participate in home/school communication, to provide a structure that supports homework, and to support school conduct rules and consequences. We ask that parents take an active and varied role in their child's education and to be involved in whatever way possible in the school community.

## Transportation Policy

Most students who attend Old Vail Middle School are transported to and from school. There is an activity bus which is available for students who remain after school for activities. Transportation is not provided for students who open enroll. Students are expected to abide by all bus safety rules to maintain their transportation privileges.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü District Spelling Bee Winner	2003
ü North Central Certification	2004
ü Arizona and Tucson Mason Teacher of the Year	2003
ü Arizona and Tucson Mason Teacher of the Year	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	529	78906	--	100	99	--	533	498	--	5	13	--	9	19	--	44	48	--	42	20
All Students (Prior Year)	--	420	76019	--	100	100	--	524	499	--	7	14	--	27	39	--	14	14	--	52	33
Female	--	266	38644	--	100	99	--	543	500	--	2	12	--	7	19	--	46	49	--	45	19
Male	--	263	40236	--	100	99	--	523	497	--	8	15	--	11	19	--	42	46	--	39	20
African American	--	25	4087	--	100	99	--	525	481	--	5	20	--	5	24	--	62	45	--	29	11
Hispanic	--	100	31938	--	100	99	--	529	481	--	7	19	--	5	25	--	50	46	--	39	10
Asian/Pacific Islander	--	10	1805	--	100	98	--	544	536	--	0	5	--	20	8	--	40	45	--	40	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	--	391	36483	--	100	99	--	534	517	--	5	7	--	10	13	--	41	51	--	44	30
Students with Disabilities	--	75	10664	--	100	100	--	453	430	--	21	42	--	31	27	--	37	26	--	10	5
Students without Disabilities	--	454	68310	--	100	98	--	547	509	--	2	9	--	5	18	--	45	51	--	48	22
Limited English Proficient Students	--	17	12573	--	100	100	--	381	454	--	22	27	--	22	30	--	39	38	--	17	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	--	529	40295	--	100	100	--	533	513	--	5	7	--	9	13	--	44	50	--	42	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	528	78908	--	0	99	--	504	484	--	4	10	--	13	23	--	67	58	--	16	9
All Students (Prior Year)	--	420	76020	--	100	100	--	511	503	--	10	25	--	23	23	--	50	40	--	17	12
Female	--	265	38648	--	0	99	--	515	489	--	2	8	--	10	22	--	71	61	--	18	10
Male	--	263	40233	--	0	99	--	493	479	--	6	12	--	17	25	--	63	55	--	14	8
African American	--	25	4092	--	0	99	--	498	473	--	5	12	--	14	28	--	67	54	--	14	5
Hispanic	--	100	31940	--	0	99	--	497	465	--	3	16	--	17	32	--	68	49	--	11	3
Asian/Pacific Islander	--	10	1805	--	0	98	--	509	507	--	0	4	--	20	13	--	60	65	--	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	--	390	36502	--	0	99	--	507	502	--	4	4	--	12	14	--	68	67	--	17	15
Students with Disabilities	--	75	10665	--	0	100	--	436	423	--	21	30	--	34	36	--	39	31	--	6	2
Students without Disabilities	--	453	68312	--	0	98	--	516	493	--	1	7	--	10	21	--	72	62	--	17	10
Limited English Proficient Students	--	17	12556	--	0	100	--	357	436	--	17	24	--	33	40	--	44	35	--	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	--	528	40315	--	0	100	--	504	498	--	4	5	--	13	15	--	67	66	--	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	528	78750	--	100	99	--	517	500	--	4	6	--	19	29	--	74	63	--	3	2
All Students (Prior Year)	--	421	75673	--	100	100	--	545	530	--	6	12	--	23	25	--	68	58	--	3	4
Female	--	265	38586	--	100	99	--	542	515	--	2	4	--	10	22	--	83	71	--	5	3
Male	--	263	40135	--	100	99	--	491	486	--	7	8	--	28	35	--	64	56	--	1	1
African American	--	25	4081	--	100	99	--	512	488	--	5	8	--	24	32	--	71	59	--	0	2
Hispanic	--	100	31841	--	100	99	--	515	483	--	5	8	--	16	36	--	75	55	--	5	1
Asian/Pacific Islander	--	10	1802	--	100	98	--	531	533	--	0	2	--	10	16	--	90	75	--	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	--	390	36440	--	100	99	--	517	516	--	4	3	--	19	22	--	73	71	--	3	4
Students with Disabilities	--	75	10622	--	100	100	--	411	415	--	24	21	--	50	50	--	26	28	--	0	1
Students without Disabilities	--	453	68196	--	100	98	--	535	513	--	1	3	--	13	25	--	82	69	--	4	3
Limited English Proficient Students	--	17	12504	--	100	100	--	356	451	--	11	12	--	44	44	--	44	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	--	528	40260	--	100	100	--	517	514	--	4	3	--	19	21	--	74	72	--	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	304	581	78250	99	100	99	565	572	548	10	9	21	14	13	18	60	60	48	16	19	13
All Students (Prior Year)	225	509	75001	100	100	99	483	485	468	34	27	37	30	37	36	14	17	16	21	19	10
Female	146	270	38071	100	100	99	559	569	549	11	9	20	16	14	19	59	58	49	15	19	12
Male	158	311	40126	99	100	99	571	575	547	10	8	23	13	12	17	61	61	46	16	19	14
African American	12	32	4058	100	97	99	564	553	523	0	7	32	20	32	22	70	57	41	10	4	5
Hispanic	51	115	29129	98	100	99	541	558	527	20	14	32	15	13	23	56	63	40	10	11	6
Asian/Pacific Islander	NC	11	1747	NC	100	100	NC	576	589	NC	13	9	NC	0	9	NC	63	50	NC	25	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	234	421	38320	100	100	99	570	577	568	8	8	12	14	12	14	60	59	55	17	22	19
Students with Disabilities	29	60	9329	97	100	100	441	473	454	56	45	64	20	25	18	24	27	16	0	2	2
Students without Disabilities	276	522	68996	100	100	99	578	583	561	5	5	16	14	11	18	64	63	52	17	21	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	305	582	44937	100	100	100	565	572	561	10	9	13	14	13	15	60	60	54	16	19	18

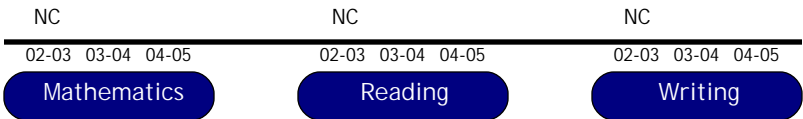
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	304	581	78302	99	0	99	529	533	512	5	4	11	17	17	25	68	68	57	10	11	7
All Students (Prior Year)	224	508	74918	100	100	99	508	513	497	24	20	32	19	19	19	40	39	35	18	21	15
Female	146	270	38082	100	0	99	532	537	518	3	2	8	16	16	24	67	69	61	14	13	7
Male	158	311	40166	99	0	99	526	531	507	6	5	14	18	18	26	69	68	54	7	9	6
African American	12	32	4064	100	0	100	531	519	498	0	11	14	20	21	29	70	61	54	10	7	3
Hispanic	51	115	29152	98	0	99	501	519	492	10	5	17	24	23	34	63	69	46	2	3	2
Asian/Pacific Islander	NC	11	1746	NC	0	100	NC	536	542	NC	13	5	NC	0	13	NC	63	66	NC	25	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	234	421	38347	100	0	99	535	538	531	3	2	5	16	16	17	69	69	68	11	13	10
Students with Disabilities	29	60	9353	97	0	100	417	440	429	32	20	40	48	59	38	20	22	22	0	0	1
Students without Disabilities	276	522	69024	100	0	99	541	544	524	2	2	7	14	12	23	73	73	62	11	12	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	305	582	44979	100	0	100	529	533	525	5	4	6	17	17	18	68	68	66	10	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	304	581	78094	99	100	99	566	572	545	2	1	3	10	9	18	84	88	77	4	2	2
All Students (Prior Year)	221	505	74503	99	99	99	520	524	491	5	4	9	25	25	32	61	61	51	10	11	8
Female	146	270	38025	100	100	99	576	582	558	2	1	2	3	4	13	89	92	82	7	4	2
Male	158	311	40013	99	100	99	557	562	534	2	1	5	16	13	23	80	85	71	1	1	1
African American	12	32	4037	100	97	99	558	563	532	0	0	4	20	11	22	80	89	73	0	0	1
Hispanic	51	115	29068	98	100	99	548	561	523	2	1	5	17	11	27	76	85	67	5	2	1
Asian/Pacific Islander	NC	11	1743	NC	100	100	NC	593	577	NC	0	2	NC	0	9	NC	100	82	NC	0	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	234	421	38265	100	100	99	569	575	564	2	1	2	8	8	11	86	89	84	4	2	3
Students with Disabilities	29	60	9275	97	100	100	437	476	444	20	10	14	36	29	46	44	61	39	0	0	1
Students without Disabilities	276	522	68892	100	100	98	580	582	559	0	0	2	7	6	14	88	91	82	4	2	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	305	582	44871	100	100	100	566	572	559	2	1	2	10	9	12	84	88	84	4	2	3

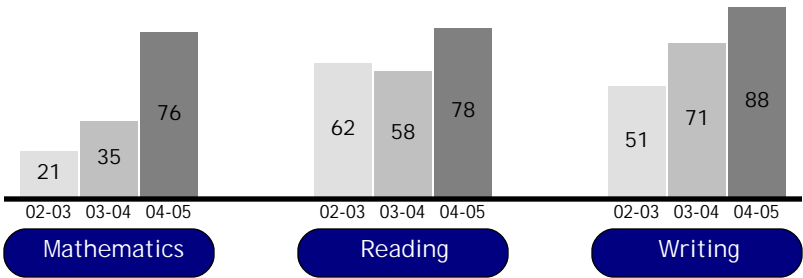
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	NC	NC	65	50	NC	NC	NA	55	--	--	61	50
	Language	NC	NC	58	46	NC	NC	59	49	--	--	61	50
	Mathematics	NC	NC	70	57	NC	NC	75	63	--	--	63	49
6	Reading	95	60	65	53	98	59	NA	56	99	59	64	51
	Language	95	51	57	45	100	48	55	48	99	56	58	47
	Mathematics	98	72	75	62	100	70	76	66	99	65	68	52
7	Reading	99	55	59	51	100	54	NA	54	98	59	61	50
	Language	99	53	58	54	98	55	63	58	98	63	65	52
	Mathematics	99	59	62	58	99	59	64	62	98	64	65	50
8	Reading	99	64	63	53	98	59	NA	55	99	58	59	51
	Language	98	56	59	49	96	52	57	52	99	58	59	50
	Mathematics	99	61	61	58	97	64	64	61	99	61	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Old Vail Middle School

## School Site Council

### Council Composition

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Formulating School Goals
- Ü Approve Educational Enrichment Plans
- Ü Develop Site Budget/Tax Credit Funding
- Ü Developing Student Handbooks
- Ü Instruction and Student Achievement
- Ü Establish Student Codes of Conduct

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	3.60	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	2	0	0
10 or more years	1	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Two Computer Labs With IMacs
- Ü Full Gymnasium/Rock Climbing Wall
- Ü Fitness Room
- Ü Library

### Extracurricular Activities

- Ü Student Leadership
- Ü Math Counts
- Ü Athletics
- Ü Odyssey of the Mind
- Ü National Junior Honor Society

### Social Services

- Ü School Resource Officer
- Ü School Psychologist
- Ü Counseling/Student Services Specialist
- Ü Health Services
- Ü Coordination with Outside Agencies



## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Writing portfolios were created for all students with writing samples from across the curriculum added to reflect students' writing progress and abilities.
- ü A systematic and varied approach to remediation of standards was implemented including remediation during the school day, after-school tutoring, intersession remediation classes, and Saturday school.
- ü Math objectives were addressed systematically by all teachers on a daily basis, with a focus on a skill sequence aligned with grade level standards

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	32	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The total number of incidents listed above reflect a strong relationship with our school resource officer. Many incidents were communicated with the SRO that resulted only in the incident being documented. We focus on identifying and reducing bullying behavior in classrooms. We work with students on identifying bullying behaviors and providing programs that support our ACT statement. Student leadership and NJHS programs establish positive expectations for behavior and positive role models.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Fran Stevens-chair	(520) 762-2400
Transportation Policy	Al Flores	(520) 762-2400
Community Resources	Rosemary McCain	(520) 762-2000
School Nutrition Programs	Marilyn Bennett	(520) 762-2400
Parent Organization		(520) 762-2400
Student Health/Nurse	Pamela Price	(520) 762-2400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.